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AUTHOR Branscum, S. Y.
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ABSTRACT

This manual details a program designed to facilitate the self-revitalization of senior citizens at the community level utilizing community resources. Discussed in the first three chapters of the guide are the background and theoretical premise, structure and organization, and the results of the Work Again Project, a senior citizen retraining and job placement project that served as the prototype for the project outlined in the manual. Next, guidelines are set forth for assessing community needs and resources, for developing strategies for recruitment and project promotion, for making work and volunteer placements, and for providing training and educational opportunities to senior citizens. Examined next are the self-concept changes that occurred in the senior citizens participating in the project, as measured during the job placement phase of the project. Concluding the guide is a section of related materials that contains a bibliography, a listing of programs for senior citizens, and abstracts for the Work Again Project final report for 1981 and 1982. (MN)

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# Senior Citizen Self Revitalization

# MANUAL and GUIDE

## A Community Approach

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Developed by S.Y. Branscum
Director of WORK AGAIN PROJECT
Southeast Missouri State University
Department of Home Economics
Cape Girardeau, Missouri

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# INTRODUCTION

This manual is intended to detail an approach designed to facilitate the self revitalization of senior citizens for implementation at the community level utilizing community resources. The content of the manual was based on the Work Again Project which was established in 1980 by Southeast Missouri State University through the Department of Home Economics. A grant from the Department of Elementary and Secondary Education, Research Coordinating Unit made the project possible. The project was unique in its conceptualization and demonstrated overwhelming placement statistics in a short period of time. The project was timely, needed and successful.

The manual is divided into four parts: background and theoretical premise of the project; techniques, processes and strategies employed in the project; self concept changes as measured during the placement of work applicants; and related materials.

## I BACKGROUND AND THEORETICAL PREMISE

The dilemma of the aged in our society has finally begun to unfold as a very complex, multi-dimensional array of problems. Often the dilemma is further complicated by one's retirement. Retirement in many cases marks the end of one's occupational endeavors and identity; a change in one's income and/or standard of living and a reorganization of one's self-image. Research has noted the dissatisfaction that often pervades the lives of men no longer necessary to economic production (Townsend, 1963; Havinghurst, 1969). The amount and type of change naturally depends on the individual. Some elders have greater changes and adaptations to make than others.

The theoretical premise for the Work Again Project was a combination of the Activity Theory of Aging and the Environmental Transactional Perspective. Even though some reduction in levels of activity is to be expected in old age, the most successful agers are those who maintain the highest possible degree of involvement and activity, particularly physical activity (Havinghurst, 1968). Centenarian N. R. Pannell testified before a Washington Congressional Committee that the prescription for longevity was to remain active and to "exercise your mind and body". Some people are reluctant to retire. They view retirement as bad for people. When they are at retirement age, they are still strong, energetic and involved. Work gives their lives structure and meaning (Schwartz, A. and J. Peterson, 1979). A vocation helps to define individuals. There is no magic formula, however, as to the amount and kind of involvement required in order to age in a positive manner. The Transactional frame of reference regards the psychological foundation to be the basis for competence throughout the life span. This frame of reference proposes that the aging process itself as well as services to the aged be assessed on the basis of what does or does not contribute to and enhance self esteem (Schwartz, 1979). According to Schwartz (1979) the older individual is considered to experience a high degree of emotional well being (life satisfaction) if he (a) takes pleasure from activities of daily life;

(b) views his life as meaningful and is accepting of life circumstances; (c) believes he has successfully achieved his major goals; (d) has a positive self image; and (e) ordinarily maintains happy and optimistic attitudes and moods.

Retirement adjustment means different things to different people. Retirement often creates a complex stress situation for older people involving the psychological effect of not being useful anymore, along with the financial readjustment to less income and the psychological impact of slowing down.

A "job is not a panacea for all the complex adjustment problems in elders. Volunteer work is not for everyone and some people aren't inclined toward social activity. The key word is not working, volunteering or socializing but rather involvement at some level and in some way.

The Work Again Project is unique in its conceptualization. The various parts and components however are not unique nor were they considered to be novel approaches. The "uniqueness" lies in the fact that almost all approaches to assisting senior citizens has been a fragmented-singular attempt. The Area Agencies on Aging have certain programs and services that they are responsible for coordinating. The Housing Projects are concerned with living environments. The Social Security Agency is involved with benefits. Job Service programs are interested in work placements and Volunteer Organizations are concerned with donating man power. The dilemma is that different aging programs are not all functioning in every community. Nor, do they all exist in any but the very large metropolitan communities. Thus a tremendous gap occurs in those communities who are not serviced by such organizations. It is this kind of situation that the Work Again Project was designed to remedy. A total concept of involvement was adopted involving work, volunteer, social, recreational, educational, art and craft related activities. The title "Work Again Project" was conceived from a broad definitive base. Work meaning doing something that gives one dignity, renewed self esteem, a chance to be productive or a chance to "exercise the mind and the body". The project was designed to evolve around a small nucleus of staff that would coordinate placements of all kind and create opportunities wherever and whenever possible. There are many seniors in most communities needing the encouragement and opportunities to remain active and to revitalize themselves.

The goal established for the Work Again Project was to assist senior citizens in finding involvement opportunities which would facilitate self revitalization.

The specific objectives for the first year of the project were (a) to develop and implement a center for the purpose of recruiting, training, and placing elders into working positions, (b) to determine how one's self-image during the elder years is enhanced or influenced by training, placement and worksite satisfaction, (c) to educate the community as to the working needs of the elders. The specific objectives for the second year were (a) to continue the Work Again Project, (b) to continue measuring the influence of working situations on elder's self concept, (c) to continue educating communities as to the general needs of elders, (d) to develop and implement Work Again centers in five surrounding communities, (e) to attempt permanent establishment of centers as locally funded units, (f) to develop and implement occupational training programs designed for elders. The specific objectives for the third year were (a) to disseminate on the national, state, regional and local level the particular of the Work Again Project, (b) to establish the basis for a long term commitment to the Work Again Project within the local and surrounding area, (c) to continue the Work Again Project in Southeast Missouri and to continue to measure self concept changes of senior citizens as they become involved in the community.

## II WORK AGAIN PROJECT:

## STRUCTURE AND ORGANIZATION

### A. Project Location

Southeast Missouri State University is committed to supporting the needs and concerns of the elder population. An example of this commitment is the Eldercare Center established in January, 1980, as an on-going daycare program for elders in the community. The Center was also utilized as a focal point for elder activities, projects, and research concerning the advancement of gerontology in Missouri.

Students have ready access to the center for use in developing competencies in areas of gerontology, social work, and counseling. It was the unique use of the Center as a laboratory that enhanced the location fro the project. The facilities and staff of the Eldercare Center contributed effectively to the design and organizational needs of this project. The main project office was located in the Eldercare building.

### B. Project Structure

The project was divided into four phases. Phase 1 was the recruitment phase. Phase 2 was the preservice training phase. Phase 3 was the placement phase. Phase 4 was the follow-through and evaluation phase. A flow chart of the organizational structure clearly illustrates the relationship of each of the phases as well as staffing assignments. The flow chart has been included in this section.

The recruitment (Phase 1) involved four parts (a) advertising, including a brochure and short informational radio public service announcements, (b) community speech and slide presentation with a sharp, vibrant elder from the community conducting the slide presentation which was developed around the objectives of the project to actively recruit and stimulate prospective clientele that "working" was a valid alternative during the later years. (It is believed that this part of the project was crucial and extremely important to the success of

the project), (c) referrals from other placement organizations such as the Area Agency on the Aging, churches, etc. were followed up. A form for referral purposes was sent to approximately twenty-five such organizations to assist in this process, and (d) the last step of Phase 1 was the actual application processing accomplished through the project central office.

Once an elder had been reached, indicated an interest and the application had been processed, the preservice training was begun. Preservice (Phase 2) had four steps: (a) assessment of all applicants with the use of a verbal questionnaire in terms of their interests in creative endeavors, marketable skills and/or volunteer services, (b) each applicant was given the Tennessee Self Concept Scale which was used in the evaluation process, (c) skill training - at this point each individual was assessed under the direction of the training coordinator in terms of developing a program to meet the elder's need as a working person. Formal instruction, workshops, and informal groups were set up either individually or in group settings depending on which was the most efficient and yet appropriate to the individual's background. It was anticipated that participants in the Work Again Project would do some of the training. For example, a man with carpenter skills would train two or three other men or women in developing similar skills. The Eldercare Center provided a work area. Some applicants needed no further training or skill development. The basement of the Eldercare Center as well as other University facilities such as the Foods lab in the Home Economics Department, were utilized for workshops, training sessions, and laboratory experiences. The staffing and program of the Eldercare Center provided a valuable resource in training and setting up workshops. There were times that a single workshop would serve the Eldercare program as well as the Work Again Project participants. Tremendous resources were available at the University for training, consultation, and instruction. (d) The fourth and last step of the preservice phase were small group sessions outlining interview techniques, job responsibilities and employee rights utilizing audiovisual materials and discussions.

Phase 3 was the placement and follow-through procedures. The placement phase involved the setting up of an interview with the prospective

WORK AGAIN PROJECT

Organizational Flow Chart

**Phase I**

Recruitment

1. Advertising & Public Relations - Promotion
2. In/community Search/ slide presentation
3. Referrals from cooperating agencies
4. Promotion Material Development

Staff

Recruitment Coordinator
20 hour/wk

**Phase II**

Assessment

1. Application - Assessment Initial Interview
2. Self Image Evaluation Pre-training Plan
3. Training Plan
4. Interview techniques workshop

Staff

Training Coordinator
20 hour/wk

**Phase III**

Involvement-Placement

1. Set up interviews
2. Personal folders updated
3. Job Processing
4. Job Development
5. Placement Match-up

Staff

Placement Coordinator
20 hour/wk

**Phase IV**

Follow-up Evaluation

1. On-site visit
2. Employer evaluation
3. Self evaluation (elder)
4. Self Image TSC 60 days after
5. Final Evaluation of elder

Project Director - 10 hour/wk

Project Technical Assistant - 20 hour/wk

Site Locations:
1. Central Office - Eldercare Center, Cape Girardeau
2. Jackson - Harvest House
3. Scott City - Knight of Columbus Hall
4. Sikeston - Nutrition Center
5. Perryville - Nutrition Center
6. Chaffee - Senior Citizens Center
7. Advance - Senior Citizens Center
8. Bertrand - Sikeston Nutrition Center

employer or volunteer situation and arranging for transportation when needed. Whenever possible a choice of positions were offered with no one required to take a job or a position of any kind unless they had consented. Four major organizations in the Cape area were utilized; (a) the RPBA Retired Persons Business Association a non-profit job referral service. (b) Missouriana H. A. N. D. an organization which traveled around Missouri buying on consignment the crafts of elders at Elder Centers and Nutrition programs and takes the products to craft markets in Kansas City and St. Louis. This provided a viable market for those persons interested in work involving creative endeavors. (c) the Area Agency on Aging and (d) Retired Volunteer Service which is a national organization which functions to find volunteer positions for elders. The assistance of these four organizations in placement greatly facilitated the implementation of this project. The project was operational from the beginning with the cooperation of the organizations listed above. Each of the organizations had expressed support of the project.

The last phase was referred to as follow-up and evaluation which was Phase 4. This phase involved four parts: (a) an on-site-visit to observe the placements and their ability to handle actual job tasks. (If further training was needed, assistance was offered). A report was filed on each placement with accurate details of job competence and time involvement. (b) An employer evaluation was conducted in terms of a questionnaire which was with the elder's on-site-visit observation. (c) a self-evaluation by each placed "working" elder. The last step of Phase 4 involved the final self-image evaluation. The elders placement was finalized when the elder had been placed in a position that was satisfying, need fulfilling, and in no way presented a mental, emotional or physical strain on the person.

The staffing for the Project required several people. The project had several different and distinct parts of which each part entailed a large number of tasks and responsibilities. The positions (one full time and three part-time positions gave preference, when fair and equitable, to retired persons or elder persons in reasonably good health. It was felt that a peer would have much more support and understanding in working with

and communicating with the elders in the Work Again Project. Another supportive reason for the number of part-time staff was that many elders seeking work usually preferred part-time (15-20 hours/wk) work. Therefore, the need existed for the three part-time job designations rather than one full time and one half time.

To determine the impact of the "new" working situation upon the elder self image (the importance one places upon one self), a small research component had been included in the project design. During the early years, self image is based almost exclusively upon the attitudes of significant others towards that person. Through the middle years the self image is still very much susceptible to other's opinions of self. However, during the later years (retiring age plus) the self becomes less vulverable and almost non reactive to others' opinions. The self is based on how one sees himself or herself doing what they think they should be doing. A working person throughout young adulthood, and adulthood come to see themselves in terms of "working". The hypothesis presented in the research component was that the positive self image during the elder years is based directly on the fact that a person is in a position to work. A self image evaluation was given before training and after the job placement. If the hypothesis was correct the self concept after placement should be higher. The self image should bloom as the result of an "ex-working person" resuming a working position. The term "working" does not refer exclusively to paid employment but rather to any position in which people can see themselves as accomplishing something of worth.

An overall summary of the project organization was outlined as follows:

1. To establish a central project office at the Eldercare Center Southeast Missouri University campus, to hire staff and to establish project procedures.

2. To implement the recruitment phase by (a) developing radio spots and (b) designing brochures (c) making appointments for the in-community search, (d) development of the slide presentation (e) printing of referral forms and dispersion and (f) finally, designing the application process.

3. To implement the preservice training phase by (a) designing the assessment questionnaire (b) adapting the self image evaluation instrument (c) development of forms for use in individual curriculum programs (d) development of the agenda for the group session on interviews and collection of visual aids.

4. To implement the placement phase by establishing the process to be used with each of the four placement components and setting up a system for joint referrals between the cooperating organizations and the Work Again Project.

5. To implement the follow up evaluation phase by: (a) developing questionnaires and objectives for the on-site-visit, employer evaluation and the self evaluation and (b) setting possible alternatives for transportation needs.

The participants of the project were retired people or elders aged 58 years and above, in fairly good health and of sound mental ability, living in or around Cape Girardeau, Missouri. This project involved students in social work, home economics and psychology.

C. Staff Descriptions and Task Outlines:

The following are outlines for each of the staff positions utilized in the project.

1. Project Director:

a. Responsible for management and conduct of the project.
b. Oversee entire project - directly responsible for all personnel.
c. Assist with recruitment - presentations, talks and personnel for project.
d. Will work directly with testing consultant on administration of T.S.C. and collection of data for research component of the project.
e. Assist training coordinator in developing individual training programs.
f. Make initial contacts with placement organization and/or volunteer services.
g. Responsible for all evaluation procedures, confidentiality of files and final report.

2. Training Coordinator:

Time: 25 hours per week x 12 months.
Qualifications: Education and/or psychology Masters degree with experience in curriculum development skill assessment, and testing. This was a key position in the staffing of the project. The job responsibilities clearly demanded a qualified person.
Task Outline:

(a) assist with application procedures and development.
(b) administer assessment evaluation.
(c) develop individual training program (time/skills needed etc).
(d) set up training environment and secure trainers.
(e) supervise training session and interview techniques etc.
(f) assist applicant with job selection or work position selection.
(g) review final evaluation forms and data on each applicant and decide if further or different training may be required and if so.
(h) redesign training program, implement, and evaluate.
(i) design and implement mini-training courses.

3. Placement Coordinator:

Time: 25 hours per week x 12 months.
Qualifications: Retired or elder person, good health (able to drive-required to do on-site visits), ability to communicate and work with community businesses and services, experiences in business, job placement or personnel services.

Task Outline:

(a) set up interview or visit to prospective work site.
(b) arrange transportation if needed.
(c) do at least one on-site visit after a period time had elapsed after placement.
(d) carry out employer evaluation and employee evaluation.
(e) make recommendation concerning need for further training or change of positions.
(f) assist in locating positions and settings for work placement.
(g) responsible for placement decisions.

4. Recruitment Coordinator:

Time: 25 hours per week x 12 months.
Qualifications: A retired person or elder in the community, good health, ability to talk to and stimulate groups with experience in public relations and background in radio and television.

Justification: Need a vivacious-outgoing speaker to help actively, recruit elders for the project and to actively and agressively promote the Project.

Task Outline:

(a) disbursement of brochures.
(b) conduct presentations and talks at senior citizen program, retirement centers etc.
(c) assist in development of presentation (slide Program).
(d) schedule presentation-dates and time etc.
(e) schedule radio, TV and newspaper for public information.

5. Technical Assistant:

Time: 30 hours per week x 12 months.
Qualifications: Office management skills along with typing and interviewing skills. Background in working with elders and trouble shooting.
Task Outline: This was a multi-functional position involving several tasks:

(a) typing.
(b) central office management.
(c) personnel processing.
(d) responsible for brochure development and inventory.
(e) interview incoming applicants.
(f) assist with programs outside the office when needed.
(g) act as assistant director in the absence of the director (primarily for decision-making purposes).

6. Field Representative:

Time: 15 hours per week x 12 months.
Qualifications: Experience in personnel work. Extensive background in placement positions and job development. Public Relations background.
Task Outline:

(a) responsible for job development and job creation.
(b) especially needed to develop or create jobs as a follow-up to training programs.
(c) assist with placements and applicant processing.

## III WORK AGAIN PROJECT: FINDINGS AND CONCLUSIONS

The findings and conclusion resulting from the Work Again Project have been divided into sections. The sections represent the varied foci of the project (a) placement statistics and descriptions, (b) self concept measurement, subjects, and findings, (c) educational opportunities created and participation records, and (d) summary of recommendations and conclusions. A more detailed outline of each section will follow in the booklet.

### A. Placement Results

Placements were made in four areas; (a) paid employment (job), (b) social or recreational, (c) volunteer, (d) arts and crafts, and (e) sponsored activities. Specific kinds of placement titles or positions have been included. The placement statistics for the time period July, 1980 to December, 1982 have also been included. The statistics indicated that the social placement constituted the largest percentage of participants. The sponsored activities which included lectures, educational programs, and seminars involved the second largest placements. All totaled the placements for the above time period numbered 13, 490. Attached are 1980-1982 Work Again Project Placements, job and volunteer placement charts, and applicant job request chart for 1980-1981. The placements in each category are very impressive in terms of the size of the communities being served. The largest community was Cape Girardeau which is around 33,000 people with Sikeston in second place in the 20,000 range. The smallest community was Advance, Missouri which is populated with about 600 people. The total placements for the educational area was 1795 people; for the social area was 9290; for the sponsored activities 1933 and volunteer placements numbered 136 people.

## WORK AGAIN PROJECT PLACEMENTS

| | Work | Social | (Arts & Crafts-Seminars) Sponsored Activities | Volunteers | Educational | Total |
|---|---|---|---|---|---|---|
| 1980-1981 July-June (12 Months) | 104 | 2449 | 273 | 39 | 95 | 296( |
| 1981-1982 July-June (12 Months) | 138 | 4291 | 574 | 91 | 624 | 5118 |
| 1982 July-Dec. (6 Months) | 94 | 2550 | 1086 | 6 | 1076 | 4812 |
| Total | 336 | 9290 | 1933 | 136 | 1795 | 13,490 |

1980 - 1981

WORK AGAIN PROJECT

Job Placements and Volunteer Placements

**Labor Category**

Plumbing
Painting
Handyman
Carpentry
Electrical
Maintenance
Custodial
Hostess

**Business**

Shipping Clerk
Ticket Agent
Answering Service
Solicitor
Retail Clerk
Market Researcher
Typing
Newspaper (Incerts)
Receptionists

**Arts**

Crafts Teachers
Musicians

**House Skills**

Housekeeping
Ironing
Plant Care
Cooking

**Sitting**

Elder
Child
House

**Educational**

Instructors Aid
Mini Course Instructors
Workshop Facilitator
Consumer Class Instructors

**Other - Volunteer**

Heart Association
Red Cross
Cancer Bank
Family Services
VIVA - widow support group
Musical Groups
Work Again Office Support

1981 - 1982

WORK AGAIN PROJECT

Job Placements and Volunteer Placements

| Labor Category | |
|---|---|
| Plumber | 6 |
| Handyman | 12 |
| Newspaper | 4 |
| Carpenter | 14 |
| Painter | 5 |
| Grain Inspector | 2 |
| Electrician | 5 |
| Driver | 2 |
| Machinist | 1 |

| Business | |
|---|---|
| Supervisor | 1 |
| Public Relation | 1 |
| Sales Clerk | 13 |
| General | 1 |
| Bookkeeper | 3 |
| Sales | 1 |
| Coordinator | 1 |
| Placement Aid | 1 |
| Insurance | 4 |
| Typist | 1 |
| Medical-Nurse | 1 |

| House Skills | |
|---|---|
| Cleaning | 8 |
| Seamstress | 1 |
| Maid | 1 |
| Plant Care | 1 |

| Sitting | |
|---|---|
| Elder | 11 |
| Child | 23 |
| House | 4 |

| Educational | |
|---|---|
| Instructor's Aid | 2 |
| Course Instructor | 1 |
| Consumer Teachers | 5 |

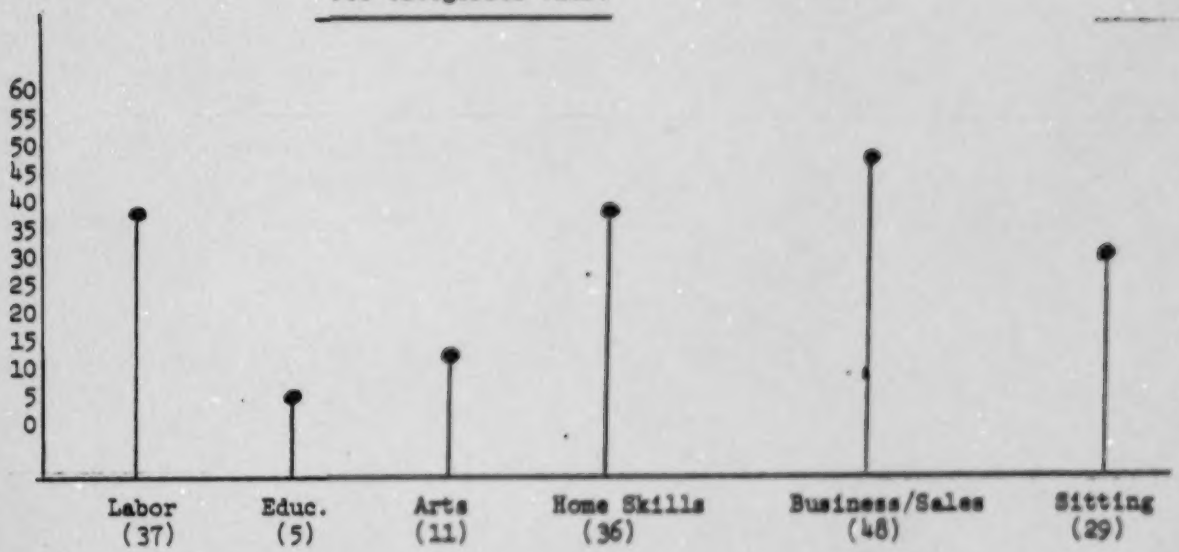
| Other - Volunteer |
|---|
| Red Cross |
| Cancer Bank |
| Viva |
| Musicians |

1980 - 1981

WORK AGAIN PROJECT

Job Request Preference on Application Questionnaire

Job Categories Chart




(N=122)

B. Self Concept Measurement and Findings:

The 1980 - 1981 results of the self concept change testing will be described and findings charts included and then 1981 - 1982 testing will be discussed. At the end of the third year of the project June, 1983, the collective data will be analyzed.

The Tennessee Self Concept Scale (TSC) was used to assess the possible effects of job placement upon the self concept. Each applicant was to be given the test at the time of the initial interview or shortly after and then approximately 60 days after a placement was made. The tests were administered by the Training Coordinator and the Project Assistant at the Eldercare Center in groups ranging from 1 to 5. A number of the applicants did not take the pre test because the tests were not received until the end of the first quarter (purchasing through the University) and about forty people had already been processed and many placed. Several applicants refused to take the test and two of those who did not take the test were disqualified because the answers were all the same. The administration of the test was supervised very closely by the staff because the responses to the TSC questions do not line up in a logical manner. As a result fifty-nine people took the pre test. The post test was even more difficult to get the applicants to take than the first. Refusals were common and transportation or jobs made taking the test very inconvenient and as a result fourteen people took the post test with one disqualification. As a result, N=13 for the post test. The research literature clearly indicated that the problems encountered were very common problems in using tests with older people in general. The tests were compared in two ways; the percentage net difference (actual score differences) of the people taking the pre and the post tests and the comparison of the means difference of those taking the pre and post test. Of the thirteen subjects taking the pre and post test the % net difference was + 15.77. The comparison of the means difference for all thirteen subjects showed a + 15.85% improvement. The TSC was scored according to percentiles. The scores indicated that there was a difference between the pre and the post and that the difference indicated a positive incline of fifteen percentiles. Also, comparing the entire fifty-seven subjects who took the pre test with thirteen subjects who took the post test, a similar increase was shown. In looking at the age groups 60-80 years, the 60-64 age group varied

from pre-no-post to the pre-post groups mean scores indicating there were differences between the group of people who took the post test and the entire group that took the pre test. The 70-74 year old group scored higher on the pre test and on the post test. The lowest score on the pre test was the 55-59 age group. The fact that numbers are small and in one case on person comprised a category. The data must be interpreted with caution. However, the testing was used in this project as an evaluation device adding an objective indicator as to the possible effect job placement had on the self concept of non-working elders. This data does indicate that there is at least reasonable assumption that job placement could have very positive effect on one's self concept. The subjective evaluation of the applicant's placement was observably positive and the written evaluations indicate conclusively that satisfaction was received from each of the placements.

In 1981 - 1982, The Tennessee Self Concept Scale (TSC) was used to assess the possible effects of job placement upon the self concept. Each applicant was given the test at the time of the initial interview or shortly after and then approximately 60 days after a placement was made. The tests were administered by the Training Coordinator and the Project Assistant at the Eldercare Center in groups ranging from 1 to 5. Several applicants refused to take the test. As a result ninety-nine people took the pre test with N=99 for the pre test. The post test was even more difficult to get the applicants to take than the first. Refusals were common and transportation of jobs made taking the test very inconvenient and as a result twenty-three people took the post test with one disqualification. As a result, N=23 for the post test. The comparison of the sex means difference for all twenty-three subjects showed a slight improvement. The TSC was scored according to percentiles. The scores indicated that there was a difference between the pre and the post and that difference indicated a positive incline of four percentiles. Also comparing the entire ninety-nine subjects who took the pre test with twenty-three subjects who took the post test, a slight decrease was shown.

In comparing the three age groups of 50, 60, and 70 years very little difference occurred on the self concept percentile of the pre test. The post tests, however, revealed a decrease in percentiles in measure of self concepts. 1980 - 1981 testing revealed about a + 15.00% increase as compared to this years - 13.83% decrease overall in age group comparison. The sex comparisons

revealed males with the highest single category increase in the percentile. The sex comparisons revealed a + 4.00 percentile increase from pre-to-post testing. The results were mixed between a slight increase and a slight decrease depending on the category.

1980 - 1981

Score Comparisons By Age Groups - Tennessee Self Concept Test

| Age | @1 Ss Pre | @2 Ss Pre | Ss Post | Means @1 Pre | Means @2 Pre | Post Mean | @2 (Pre-Post) % Net Difference | @2 (Pre-Post) Mean Difference |
|---|---|---|---|---|---|---|---|---|
| 55-59 | 7 | - | 0 | 29.4% | 0 | 0 | - | - |
| 60-64 | 26 | 7 | 7 | 59.88% | 31.43% | 36.43% | + 34 | + 5 |
| 65-69 | 15 | 4 | 4 | 43.13% | 50% | 69% | + 19 | + 19 |
| 70-74 | 6 | 1 | 1 | 76.67% | 62% | 70% | + 8 | + 8 |
| 75-80 | 3 | 1 | 1 | 34.67% | 8% | 95% | + 87 | + 87 |
| Total | 57 | 13 | 13 | 34.60% | 37.69% | 53.54% | + 15.77 | + 15.85 |

@1 Pre = total number taking TSC pre test

@2 Pre = the group from @1 that took the post test

1981 - 1982

Tennessee Self Concept Test

Score Comparisons By Age Groups

| Age | N Pre 1 | N Pre 2 | N Post | % Means Pre 1 | % Means Pre 2 | % Means Post | % Pre-Post Mean Diff. |
|---|---|---|---|---|---|---|---|
| 50 | 29 | 2 | 2 | 55.5 | 23.5 | 23.0 | - .5 |
| 60 | 55 | 17 | 17 | 68.6 | 63.9 | 63.6 | - .3 |
| 70 | 15 | 4 | 4 | 66.4 | 78.0 | 64.25 | - 13.75 |
| Total | 99 | 23 | 23 | ----- | ----- | ------ | - 13.83 |

Pre 1 = only first test

Pre 2 = those who took both tests

C. Educational Opportunities Created and Participation Records:

The educational programs were varied. In all cases the classes were created or developed by the Work Again Staff. A more thorough detail of the courses, curriculum and teacher selection has been included in chapter VIII.

From 1980 to 1982, nine mini courses were developed and taught involving ninety-five seniors. The courses were taught on a volunteer basis. Seven lectures, fourteen classes and thirty-one seminars were offered involving 624 senior citizens. For the first two quarters of the 1982 - 1983 Project year three mini classes were taught with thirty people attending. Thirty-eight consumer seminars were taught with 880 in attendance. Three medicare seminars involved 115 people. All totaled for 2½ years of the project 2348 people have been involved in educational opportunities. In almost all of the classes, workshops and seminars the teachers were volunteering their time and effort. The vocational school and local senior centers served as classrooms.

D. Summary of Project Conclusions and Recommendations:

The project was successful in all areas of placement and program development. The following outline represents the major conclusions and recommendations resulting from the Work Again Project.

## Conclusions

a. Older people were interested in getting involved in the community and willing to do it on a regular on-going basis.
b. New programs for older people within a community have to be well publicized both on a media and a personal level of which the personal level is by far the most responsive. New programs start out slowly, but grow fairly quickly (both educational and social kinds of programs).
c. Involvement had to be taken one step at a time. A social involvement leads to craft classes, which leads to small workshops, which leads to mini courses and vocational courses.

d. Non-traditional kinds of job training proved to be an effective way to insert elders into a tight job market. Most elders wanting work are interested in 10 to 20 hours a week at about the minimum wage level, three or four days a week.

e. Job placement for non-working elders seems to have a very positive influence on their self concept and there appears to be a slightly higher influence on males than females.

## Recommendations

a. Vocational and continuing adult education are an important link for older people to remain active and involved, especially in light of the new findings in cognitive achievement in elders. Training is a key to employment of older people.

b. The traditional young-adult approach to vocational education is not the approach most effective for elders. New methods and non-traditional classrooms need to be developed for implementation with the aged.

c. Research on the effects of job placement, involvement and education on the elder's self image has shown a positive relationship between involvement and self image.

d. In studying the life satisfaction component of aging, the most influential, manipulatable variable is education.

e. The Work Again model is a viable approach for recruiting, training and placing elders into working positions within a community and can be implemented with a minimum of staff and resources.

## IV ASSESSING NEEDS AND RESOURCES

The assessment process was enacted on several levels which were individual, business and community. A varied approach was taken on each level to assess the needs and resources of individuals and groups alike. The individual level of assessment for work placement as accomplished through a process of promotion and advertisement of the services to be rendered through the project. This was carried out through radio, TV, news, brochures, fliers and slide-talk presentations throughout the community. About four months of the initial project time was devoted to educating the community as to the purposes and objectives of the project. Individuals interested in work or involvement contacted the office or were referred to the office by people in the community. Each applicant for work or volunteer placement was given a personal interview with the use of a questionnaire form (included). The references were checked and recorded in the applicant's file. At the time of the interview background skills described, interest, and physical status were used to determine what kinds of positions would be feasible work alternatives. The information form was updated about twice a year. Also, at the time of the interview each applicant was given the Tennessee Self Concept Scale. If a negative self image score was derived the individual was then given the opportunity to attend group sessions developed to help give the applicant more confidence in handling job interviews.

Assessment of community needs was accomplished through (a) attendance at social, church and professional meetings in the community, (b) letters directed at potential business and volunteer placements, and (c) personal contacts and interviews with business-industry representatives. The three-pronged approach seemed very effective in identifying the needs of the community and the business sector. The most effective was the personal, routine visit made by the project field representative.

The third assessment approach was the scheduling of different activities, classes etc. to get some idea of the interest. The programs well attended were further developed and the programs attended were modified or dropped. One of the most interesting avenues afforded the project to assess interests (other than work interest) were the "Open Houses". "Open Houses" were established for recruiting and promoting the project. However, the "Open Houses" turned out to be productive in many ways.

Questionnaires (consisting of one page checklists) were distributed during the open houses and collected. Interest in various programs and activities was indicated on the questionnaires. General community resource assessment involved about a two week search and survey process accomplished by the Project Recruitment and Placement Coordinators. Personal contacts were made for this purpose with leads being furnished by the local Senior Citizen Center personnel. The personal contacts at all three levels were the most valuable and most productive. Agencies wishing to serve the needs of senior citizens within a community can only realistically evaluate by getting into "the middle of things". Sitting in one's office making a few phone calls and sending out a few questionnaires will prove to be very unproductive. The addition of field representatives to the Work Again staff made realistic, effective assessment possible. The success of the Project was due to a large degree by the "personal" approach made in assessment, promotion and recruitment.

A vast amount of resources were donated to the project. Facilities, supplies, teachers, and advisement constituted the types of resources. A listing of those resources and their estimated costs has been included. The resources were secured simply by sending a staff member to talk with each possibility and to explain the project. Again the personal contact with follow-up "Thank You's" were very valuable. The Project was also able to repay some of the resource individuals or businesses by including them in newspaper articles about the project. Resources are to be found in each community. The problem with some approaches is that they do not open the project up to the community and ask them for help (other than money). A project or organization must be flexible and willing to adapt in order to utilize those resources. Once the resources are utilized and others in the community realize the value, it's not long until resources are being offered because the community wants to help the project. If the project takes all the credit and is in the "lime-light" too much, the community seems to be hesitant to involve itself. The Work Again Project merely coordinated. The real success was the community lending support to its senior citizens. It was good for the individual senior citizen and good for the community.

## 1981 - 1982 Resource Estimate

| | COMMUNITY |
|---|---|
| Donated facilities & supplies from community and University ---------- | 3950.00 |
| a. Open House Facilities: (12 months- in Cape, Sikeston, Chaffee, Illmo, Jackson) | 2000.00 |
| b. Newspaper Advertisements - not articles | 300.00 |
| c. Refreshments for activities - open houses McDonalds, Big T, Jon Boys | 600.00 |
| d. Material donated for Arts & Crafts classes | 200.00 |
| e. TV promotion (Produced a commercial KFVS) | 500.00 |
| f. Classroom facilities and meeting places | 100.00 |
| g. Radio - developed tapes for promotion | 250.00 |
| Donated labor from community and University ---------- | 6100.00 |
| a. Teachers for Arts & Crafts classes 10 (12 mo. basis) | 1000.00 |
| b. Workshop teachers and training courses (10) | 2500.00 |
| c. Bus driver and bus donated by church for assistance in transportation (all day basis) | 350.00 |
| d. St. Francis Mental Health Staff - workshop and training (3 people @ $50.00 hr.) | 1500.00 |
| e. Vocational School Administrative Assistance in Sikeston and Cape (3) people | 200.00 |
| f. Family Services in Cape assist with programs | 100.00 |
| g. University Facility - Resources Persons (5) | 250.00 |
| h. Student Assistance in office (2) | 100.00 |
| i. Volunteer Senior Citizens assistance w/open houses (10) | 100.00 |

WORK AGAIN PROJECT INTERVIEW QUESTIONNAIRE

APPLICANT_____ DATE_____

ADDRESS_____

PHONE_____ INTERVIEWER_____

I. BACKGROUND:

A. AGE_____

B. EDUCATION_____

C. GENERAL HEALTH_____

D. PHYSICAL HANDICAPS

E. MEDICATION_____

F. NUMBER OF HOSPITAL ADMISSIONS IN LAST 5 YEARS_____

G. WORK SKILLS

H. ATTITUDE TOWARD WORK

I. WORK RECORD

J. CAPACITY OF SOCIAL INTERACTION_____

K. RECEPTIVITY TO TRAINING_____

L. PRESENT JOB DISCRIPTION

M. ESTIMATED INTELLIGENCE

II. INTEREST AREAS:

A. HOBBIES

B. MARKETABLE PRODUCTS?

C. TRAINING

D. OTHER

III. JOB PREFERENCES:

A. LABOR (factory, etc.)

B. EDUCATIONAL (teachers aid, tutoring, etc.)

C. ARTS (music, crafts, painting, etc.)

D. AROUND HOME SKILLS (sewing, cooking, minor repairs, gardening)

E. BUSINESS / SALES

F. OTHER

IV. WORKING CONDITIONS:

INDOOR / OUTDOOR

AM / PM

OWN HOME / OTHER

OWN CAR YES / NO

LARGE GROUP / SMALL GROUP / SINGLE

NO. HOURS DESIRED TO WORK

PAID EMPLOYMENT / VOLUNTEER

V. ADDITIONAL COMMENTS:

VI. INITIAL TRAINING PRESCRIPTION:

____INTERVIEW TECHNIQUES

____MEET WITH SMALL GROUPS OF SIMILAR INTERESTS

____FORMAL TRAINING (vocational, SEMO, other)

____INFORMAL TRAINING

____ON-THE-JOB

____NO FURTHER WORK NEEDED - IMMEDIATE PLACEMENT

____OTHER

## V RECRUITMENT OF PARTICIPANTS AND PROJECT PROMOTION

Recruitment and promotion were coordinated by the same individual. The person selected for this position had a good deal of experience in doing surveys and working in public relations jobs (about 20 years experience). The coordinator was sixty-four years of age, in good health, had lived in the community for many years, communication skills were excellent and personality was outgoing. Recruitment and promotion were done hand in hand. The different methods utilized were (a) mass media - newspapers, TV and radio; (b) printed handout and mailing materials - brochures, fliers, personal letters and business cards; (c) slide presentation and speeches; (d) open houses; and (e) personal contacts with agencies, services and programs for senior citizens. Some examples have been included.

Promotion was initiated even before the project became functional. The project purpose had to be established and accepted by the community if the project was to get off the ground. Much time and effort but NOT money was devoted to this effort. Extensive promotion through the media was accomplished and continued throughout the project's three years. The media was supportive and willing to assist. A contact person was established in each newspaper, radio station, TV station etc. and was utilized for assistance, guidance or support. The continued support received from the media was of considerable value in making the Work Again Project successful. A new program with a different concept has to be received favorably by the public. The Work Again Project moved in quickly and was able to in a short period of time became functionable. The emphasis on promotion had always been a top priority of the project. The project activities, human interest stories, and announcements were included weekly in the media. The project was well known and widely accepted in and around Cape Girardeau. The number of participants utilizing the programs and services of the Project grew every year. At the two and one half year point, over 13,000 involvements had been recorded. When the project moved into a new community (eleven communities had been developed), the first step was to send the recruitment coordinator into the community to find the media contacts, distribute literature and to set up the slide presentations. After this was accomplished the placement coordinator moved into assess the community needs and business opportunities.

Enough cannot be said as to the importance of a good, thorough promotion effort especially using the media in establishing a service project or agency. The person coordinating the promotion is also crucial to the project success. Examples of letters used in recruiting and a newsletter used in promotion and recruiting have been included. Also a demographic outline of the participants for 1981-1982 has been included to give some idea as to individuals interested in various activities developed by the project. Examples of selected newspaper releases have been included to illustrate the different kinds of promotion used.

A unique recruitment approach was the use of "open houses". Open houses were started because a local restaurant manager wanted to do something for the seniors in the community. The recruitment coordinator and the manager together conceived the idea of an open house. The open house was to have refreshments and place for seniors to come and visit, socialize and listen to music or dance. No fees were associated with the open house. The open house then would also serve as a place to survey the people to see what kinds of activities they would be interested in and to announce the different job openings or opportunities the project was looking to fill. The open houses were instantly a "huge" success. Over one hundred twenty-five people attended the first one in a community of 6000 people. In excess of two hundred people attended the third open house. The open houses were held regularly once a month in six communities and averaging about one hundred to one hundred-fifty people each session.

## Recruitment Efforts

| | 80-81 | 81-82 | 82-83 | Total |
|---|---|---|---|---|
| Speeches | 27 | 17 | 5 | 49 |
| Radio Interviews | 16 | 35 | 12 | 63 |
| TV Interviews | 7 | 3 | 3 | 13 |
| TV Promotions | 20 | 75 | | 95 |
| Brochures | 9000 | 5000 | 500 | |
| Fliers | 1000 | 500 | | 14,500 |
| Newspaper | 50 | 750 | 33 | 833 |
| Fair Booth | 1 | 2 | 2 | 5 |
| Open Houses | 5 | 40 | 33 | 78 |
| Letters | 500 | 200 | -- | 700 |

1980-1981

## WORK AGAIN PROJECT DEMOGRAPHIC PROFILE

| | SEX | | AGE | | | RACE | |
|---|---|---|---|---|---|---|---|
| | M | F | 58-60 | 70 | 80 | Caucasian | Negro |
| 1. Job Applicants (N=122) | 44 | 78 | 93 | 27 | 2 | 115 | 7 |
| 2. Volunteers (N=39) | 10 | 29 | 33 | 6 | 0 | 39 | 0 |
| 3. Arts & Crafts (N=273) | 13 | 260 | 120 | 113 | 40 | 273 | 0 |
| 4. Social (N=2449) | 808 | 1641 | 1469 | 734 | 246 | 2374 | 75 |
| 5. *Training (N=95) | 31 | 64 | 75 | 20 | 0 | 90 | 5 |
| 6. *Job Placements (N=104) | 50 | 54 | 76 | 28 | 0 | 99 | 5 |
| 7. *Testing (N=59) | 23 | 36 | 48 | 9 | 0 | 55 | 4 |
| Total = (2883) | 875 | 2021 | 1665 | 830 | 268 | 2801 | 82 |
| Percentages | 30% | 70% | 58% | 28% | 13% | 98% | 3% |

* Not included in percentages because they appear in one of the first four columns.

WORK AGAIN PROJECT
Elder Care Center
317 South Ellis Street
Cape Girardeau, Mo. 63701

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701
Cape Girardeau (314) 651-2000
In St. Louis 241-0195

We need you - if your age 58 years or older and are wanting to stay active and to keep busy. Recently Southeast Missouri State University was granted the funds to establish the WORK AGAIN PROJECT. The aim of this project is to help the Senior Citizens of our community feel useful in society again.

We've enclosed a number of brochures concerning our project with all details needed to respond. Take a minute to familiarize yourself with our service and objectives and help us to get these brochures out to as many elders as possible in the community.

There's a crucial need in Cape County and the surrounding communities to help our elders to become involved and to stay active, for it's through staying active...we stay young.

Sincerely,

Shelba Branscum

Shelba Branscum
Project Director WORK AGAIN PROJECT

omh
enclosures

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SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701

Cape Girardeau (314) 651-2000
In St. Louis 241-0195

**WORK AGAIN PROJECT**
Elder Care Center
317 South Ellis Street
Cape Girardeau, Mo. 63701

MAY WE BE OF SERVICE TO YOU?

We are an organization of men and women who are not content with our non-productive role in society. We are the older citizens in your community who wish to again enter the working field by offering our services to you on a voluntary basis. We are a part of the WORK AGAIN PROJECT sponsored by the Southeast Missouri State University and the Missouri Department of Education.

We hope that your organization can make use of the many talents of our members. We are only a small minority of the 1000 employable retired people in the county, and we offer you our services for your advantage and ours.

We are located at 317 S. Ellis in the Eldercare Center and the phone number is 651-2534 or 334-6007.

Sincerely yours,

Alberta Jones

Alberta Jones, Placement Aid

WORK AGAIN PROJECT

omh

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701

Cape Girardeau (314) 651-2000
In St. Louis 241-0195

**WORK AGAIN PROJECT**
Elder Care Center
317 South Ellis Street
Cape Girardeau, Mo. 63701

Dear Sir/Madam;

Working in cooperation with the Retired Persons Business Association, Ms. Shelba Branscum has recently established the WORK AGAIN PROJECT. Her office is functioning under the auspices of the Home Economics Department of Southeast Missouri State University. The office is sharing space with the Eldercare Center at 317 S. Ellis.

The purpose of the WORK AGAIN PROJECT is to provide contacts and training for older persons in the area of volunteer work, crafts, and jobs. We anticipate that a number of these elders will need some training to prepare them for working in one of these areas. We invision such training to be minimal and for a short term. It is for such training that we elicit your interest in behalf of these elders.

If you feel that you have training to offer in one of these areas, we invite you to call us at 334-6007 or 651-2534 and we shall contact you in person to discuss the possibility in further detail.

Your interest in the WORK AGAIN PROJECT is genuinely appreciated.

Sincerely yours,

W. G. Seibel

Walter Seibel, Training Coordinator

WORK AGAIN PROJECT

omh

# Work Again project reaches thousands

The Work Again Project has been officially funded for the third year by the State Department of Education to SEMO State University through the Home Economics Department.

The project, which began July 1, 1980, has been received so well in Missouri, according to project director, Shelba Branscum, of SEMO's Home Economics Department, that in 1983, the focus will be on national dissemination of information on the project.

In the past two years, 8,942 persons, 55 and older, have participated in the numerous facets of the program. The director and her staff handle work applicants; volunteer applicants; sponsored activities (arts and crafts, dancing, swimming); socials (open houses); occupational and educational training, including consumer classes.

Information about how so many have been reached through the programs will soon be compiled into a manual to assist other states in setting up models of the program. The director also plans to prepare an in-depth slide presentation to show to key organizations and key aging groups throughout the United States.

Recently, Mrs. Branscum returned from attending a national council meeting on Aging where she had been invited to give a presentation of the Work Again Project. The presentation generated much interest by those attending the meeting, the director said. In 1983, a large number of persons across the country who are active in working with aging projects will be invited here to share in a series of workshops being set up by Mrs. Branscum and her staff, she said.

This is the last year that the Work Again Project will be allowed to compete for funding by the State Department, because the grants can only be obtained for three years, the director noted. However, new ways of funding are being explored, she added.

The project office is located on the second floor of the Eldercare Center on South Ellis. The office is open five days a week, in Cape Girardeau. New projects have been started in Jackson, Scott City, Chaffee, Advance, Sikeston, Bertrand and East Prairie. Perryville residents also will be served by Work Again in the near future, according to the director.

Breaking down the 8,942 participants into areas in which they have been assisted, shows that over 972 persons, men and women, were helped in the educational, occupational field; 130 volunteers were placed; 847 in sponsored activities; 6,740 in the socials and placed work applicants numbered 342.

"Most of our placed work applicants have found temporary, little jobs that are perfect for them," Mrs. Branscum said. "They don't want big jobs. Small, but necessary jobs are what they usually are seeking, and employers have found that our records are a good place to look for that type of employee. They are good workers because they really want to work and many of them have had years of experience. We have assisted them in finding jobs as handiman; electrician; painter; carpenter; plumber; sales clerk; bookkeeper; insurance salesmen; typists; housecleaning; sewing; plant care; elder-child-or house sitting; instructors aids; mini-course instructors; consumer teachers."

The Work Again Project also has conducted 30 different educational and occupational classes in the past two years with an average attendance of six per class, which is, the director said, "just about the right size for the class to be effective. We're still placing people in jobs in the 92 to 93 percent range, and that's very good with jobs hard to come by these days, we believe," Mrs. Branscum said.

Looking at the effectiveness of the project on the community, Mrs. Branscum is convinced that support received from employers and other merchants who have provided materials for the project shows that it is successful. "We know that when 100 to 300 persons turn out for the five open houses we hold each month, we also are meeting a need that hasn't been met before," the director said.

"We have had over $10,000 of resources, including volunteer help and materials from the community, and that's a conservative figure," Mrs. Branscum pointed out. "We're very grateful that the community is recognizing the worth of persons 55 and over and see the benefits they offer."

**JOBS FOR SENIOR CITIZENS IN SIKESTON**

A number of jobs are on file at the Work Again Office for people over the age of 55 years.

**Call Lolita Sides**
**471-8919**



45

*Applications taken Tuesday at Community Center*

# Work Again Project expands to Perryville

A program developed in Cape Girardeau and designed to help older people become involved is expanding to make its benefits available to senior citizens in Perryville, according to Elsie Davis of Cape Girardeau, recruitment coordinator for the program.

Known as the Work Again Project, the program was developed by Shelba Branscum of Jackson, instructor of Home Economics at Southeast Missouri State University. While it does include training and placement for work activities such as part-time regular and odd jobs, it also arranges activities such as art and craft work and social events to help senior citizens become and stay involved. Involvement, rather than work, is the key word.

Alberta Jones, placement coordinator of the program, will be at the Community Center in Perryville on Tuesday, Sept. 28, at 10 a.m. to take applications from those age 55 and older who would like to be employed through the program. Specifically sought at this time is a program coordinator from Perryville who can spend some five hours a week making contacts with business places or individuals and help to place older people in jobs. Applications for other positions will also be accepted next Tuesday.

"We take nothing from the young people," Mrs. Davis said as she explained the type of jobs that are being sought for people age 55 and over. "These are things that the young people could not make a living on. But it helps the senior citizens to increase their income. They really need it."

The jobs, for which there is training, include such activities as a mother's helper, who assists, advises and supports a new mother those early weeks after her infant's birth; plant care, where an older person might tend to plants and shrubs for a business or home; small appliance and minor repair work, where a senior citizen might make house calls to repair such items as toasters, window panes, light paint jobs, etc.; home sitting, a temporary living in or watching out for a residence while the occupants are away on vacation, etc.; elder sitting or demonstration techniques.

The project has been underway for two years in Cape Girardeau and has been very successful, with 93 percent of the elderly who seek light jobs finding placement. It also has helped other senior citizens over 55 who do not seek paid employment, by keeping them involved in social-type events such as the open-house-type social events that Mrs. Davis arranges.

"Retirement often creates a complex stress situation for older people," Mrs. Branscum said, "involving the psychological effect of not being useful anymore with the financial adjustments of less income and the physiological impact of 'slowing down'. The reaction to this stress in many cases is to withdraw and to become disengaged."

The Work Again Project is a method for creating, locating and developing involvement opportunities for people age 55 and over, which contribute to the self-image of the senior citizens.

The Tennessee Self Concept Test is administered to those participating in the program both before and after three months involvement, Mrs. Davis said. Results showed a 15 percent improvement in a participant's self-image after involvement in the program.

Once the program gets underway here, training courses will be set up to acquaint senior citizens with the fine points of the type job they wish to acquire. For instance, the mother's helper will learn a bit of psychology such as when to step in and help and when to stand back and just support the new mother.

The Work Again Project has been funded for the third year through a grant by the State Department of Education to Southeast Missouri State University through the Home Economics Department. The first two years the grants totaled $34,000 each, but this year the figure has been dropped to $28,500. Furthermore, the project cannot compete for funding by the State Department again, because grants can only be obtained for three years. Other ways of funding the project are being explored, however.

In the past two years, over 8,000 persons have participated in the various aspects of the program. Over 900 of these were helped in the educational, occupational field; 130 volunteers were placed; 847 participated in sponsored activities; over 6,000 persons participated in the socials, and there were 242 placed work applicants.

Efforts now are underway to compile a manual to assist other states in setting up models of the program. The director also plans to prepare an in-depth slide presentation to show to key organizations and key aging groups throughout the United States. In the future, plans are for the program to become known and accepted nationally.

PROJECT PROMOTION

# Work Again Project

## Pilot program seeks employment for elderly

SIKESTON — A pilot program which finds jobs for senior citizens is expanding its service to Sikeston after a successful first yearin Cape Girardeau.

The "Work Again Project" began a year ago last August, serving Cape Girardeau County and Scott City. The program is funded through the Division of Career and Adult Education of the Missouri Department of Elementary and Secondary Education.

Elsie Davis is the recruitment coordinator for the program in Cape Girardeau. She discussed the program with the Democrat Advertiser while in Sikeston, Monday, laying groundwork for the start of the "Work Again Project".

"Anything that we can get senior citizens involved in we do, and it is a free service," said Davis.

She explained that the program serves senior citizens 55 years of age and older by finding them part time employment, non-paying volunteer jobs, or getting them involved in arts and crafts if they can't or don't want to work.

The aim of the project she points out is to change the image of retirement, that once an individual retires he ceases to be a useful contributing member of society. Davis said the program keeps the elderly working, involved, it keeps their "brains working", and because of this involvement, they are happier people.

In the first year of the program in Cape county, the Word Again Project has attracted 150 members ranging in age from 55-84, half are men, half are women. Their educational background varies from a third grade education to a masters degree.

Of this 150, Davis said that 90 per cent have been placed in some kind of paid position or non-paid volunteer job, depending on the individual's request. There is no charge for this placement service to the senior citizen or the employer, and the wages are worked out between the individual and the employer.

Among the various jobs filled by Work Again in Cape County and Scott City over the past year include bookkeeper, child sitters, a mother's care program, janitorial and custodial work, odd maintenance jobs such as painting, carpentry, and plumbing, sales work, retail sales work, switchboard telephone service, typing, electrician work, and house sitting.

Work Again's elderly members offer special workshops and programs which include Mother's Aide to assist and advise new mothers; Plant Care to assess the needs and care for plants in homes or businesses; Small Appliance and Minor Repair house calls; Home Sitting Service; Elder Sitting; and Demonstration Techniques.

The members themselves are also offered formal training through cooperation with vocational and adult education programs.

These are some of the jobs that have been filled by elderly seeking volunteer work or a part-time job to supplement their income. The Work Again Project also offers social activities for senior citizens who are seeking involvement but employment. These activities include ceramic classes, bingo, and square dance classes.

Once a month, Davis said the

[Continued on Page 2]

NOTES and DATES

WORK AGAIN PROJECT NEWSLETTER

317 S. Ellis - 651-2261 Cape Girardeau, Missouri

930 Sykes - 471-8919 Sikeston, Missouri

OPEN HOUSES

Come join in on the fun.....Good music and good friends! What more could you want for a warm sunny afternoon from 1:00 - 3:30 pm. No charge and refreshments provided.

April 1, - Elks Club - Chaffee
April 5, - VFW Hall - Cape Girardeau
April 14, - Harvest House - Jackson
April 19, - American Legion Hall - Sikeston
April 28, - Knights of Columbus - Scott City

FOOD CLASSES FOR OLDER EATERS

Cape Vo. Tech. School, 301 N. Clark. Six hours of special classes to meet the needs and enjoyments of the older eater. No fee. 3:00 pm. April 15, 22, 29. Transportation provided!

ELDER SITTING CLASS

To help you get those elder sitting jobs of which there seems to be a good demand for. Need to make a little extra money and work when you want to? Sikeston Vo. Tech. School, 4 - 6 pm. April 14. No fee. For transportation call 471-8919.

PLANTS NEED LOVE TOO!

A plant care class is scheduled at the Cape Vo. Tech. School, 301 N. Clark, 3:00 pm. April 27, May 4, 11. No fee. Transportation provided!

CERAMICS

Every Friday, 1:30 at the Red Star Baptist Church Recreation Center.

Consumer Seminar at Sikeston Heritage House, April 12, 10:30 am. on Property Ownership.

A new program for you.....

CONSUMER SEMINARS FOR SENIOR CITIZENS

You can learn about Medicare, buying insurance, selecting a surgeon and a hospital, wills and estate planning. No charge and we'll help you with transportation.

Security Federal Savings & Loan - Sikeston

April 22, - What Medicare Covers
April 29, - What Medicare Doesn't Cover
May 6, - Buying insurance
May 13 - Choosing a Dr. or Dentist

Cape Public Library

April 22, - Property Ownership
April 29, - Estate Taxes
May 6, - Wills
May 13,- Trusts & Lawyers

Red Star Baptist Recreation Room - Cape

April 1, - Medicare - What it Covers
April 8, - Medicare - What it Doesn't Cover
April 22, - Buying insurance
April 29, - Choosing a Doctor or Dentist
May 6, - Choosing a Hospital

Want to do some repairs around the house? We have a small appliance and home repair class starting April 21, 28, and May 5 at the Cape Vo. Tech. School, 301 N. Clark. 3:00 pm. No fee. Transportation provided.

VIVA

If you're widowed and would like to know more about home security, come April 13, 5:00 to BONANZA. Go through the food line and come on in the back. Bring a friend.

## VI JOB AND VOLUNTEER DEVELOPMENT AND PLACEMENTS

The job placements involved recruitment of senior citizens interested in working and recruitment of business or job opportunities. A Placement Coordinator was responsible for all placements and followups. The Placement Coordinator was sixty-five years of age, and had been in business for over twenty years involved in personnel selection. All volunteer and work placements were coordinated in much the same way with initial interview, self concept testing and job coding. The initial interviews were held primarily by the Placement Coordinator although assistance was given by the Project Technical Assistant. A file was prepared for each applicant. The applicant files were kept confidential with only the Placement Coordinator and Technical Assistant utilizing the information.

Placement decisions were made immediately as a job referral was made (see form). The decision as to who would be referred for the jobs was based on (a) skills reported (b) need for financial assistance and (c) working conditions. Volunteer placements decisions were made on (a) competencies needed (b) interests and (c) working conditions. The Placement Coordinator conducted the information gathering from the employer and then followed up with a call to the applicants to see who would be interested in the job. The employer, then was recontacted in order to share the list of names for interviews and consideration. The employer was then in charge. The applicants were contacted to see how they felt about interviews and to find out who was hired. After a certain time period of work (usually sixty days) the applicant was contacted to come into the office for a second self concept testing and to update files and to see how the job was going. If the job was temporary the applicant notified the office so their names could be put back on the needing work list. When jobs were called into the Work Again office, a detailed record was made as to the working conditions, type of work, length of work time, skills needed etc. This record went immediately into the placement coordinator's file and was responded to immediately. During the course of the past 2½ years, the project recorded many more jobs then it was able to fill. The reason for this was primarily low wages offered for the job. Whenever possible the placement coordinator suggested at least minimum wages. However, the final arrangements for the job were agreed upon by the employer and the applicant. Volunteer

placements were also handled the same way. 336 people to date have been placed into paid positions and 136 in volunteer positions. All totaled, 472 people were placed into service opportunities.

Over 60% of the jobs were called in by the employer wanting the Work Again Project to assist them in finding a good prospect to fill the position. The other jobs were developed by the project staff, being primarily the Field Representative and the Placement Coordinator. The jobs were created in several ways. One approach was to discuss at length with local small businesses the kinds of things a part-time, few-days-a-week employee could add to the business. This approach was fairly effective. Approximately thirty jobs were created in this amnner. It is a time consuming effort that requires the personal attention of the staff. Another approach taken was to develop a job force of unusual or non-traditional work. Four such jobs were created (1) Mother's aid (a support program for mothers with newborn babies), (2) plant care technicians (in house plant diagnosis and care), (3) house sitting (house maintenance while owners are on vacations), and (4) small appliance repair. Training programs were developed for each which became a requirement for people wanting in the program. The services were widely advertised and jobs were handled through the normal placement procedures. An example of a voluntary service facilitated by the Project was Viva. Viva is a widow to widow support group. A training program was initiated, people were screened and trained and then placed in the community to help new widows on a personal supportive basis. The Viva project was administered through the project office utilizing project staff. The important finding was that jobs could be created and developed including volunteer positions. Although the non-traditional work force did not count for all the placements, they did add substantially to the amount of people the project was able to help.

Most of the jobs in the project were accounted for by part-time positions from five to twenty-five hours a week, four days a week at $3.50 hour wages. Odd jobs or temporary jobs were very attractive to applicants especially those needing to get out of the house. Examples of these kinds of jobs were newspaper insert placements, textbook services at University, Bumpa-Tel (bumper sticker manufacturer) and yard and house work and repair. Mush interest was generated in sitting services for children and elders. The problem with these services was convincing the employer to pay enough for the service

However, once the applicants were used and the word was spread, it became easier to educate people to the fact $.50 an hour was out of the question, especially for temporary work. Another problem associated with these services was that often when people hired the applicant to do a stated kind of work, the applicant was then requested on-the-job to do more. A contract of sorts was suggested to our applicants to make very clear what they would do for a certain amount of pay. The content of the training programs will be discussed in the next section.

The placements in all categories were very high. However the job and volunteer placements were unusually high when one takes into account the state of the economy during this time period. Jobs were tight, and people were being laid off. The reason this project was successful was that the project work applicants were willing to work at jobs no one else was really willing to do ....the $3.50, part-time jobs. Although times were and are tight, these kinds of jobs are still existent. Senior citizens who don't want full time, high paying jobs, and who don't have family ties that restrict them are perfect candidates for these jobs. A few applicants did want full time jobs and of course they were placed in full time positions.

Some applicants to the project who were interested in work could not be placed for various reasons. (This accounted for about 2% of the applicants). Reasons for not following through with placements were serious health problems, emotional problems (referral made to Mental Health Center) and alcohol abuse. Also if an applicant was placed on a job and failed to perform with reasonable expectation or to even show up or consistently cancel jobs, the applicants were no longer placed. Each job and volunteer applicant were evaluated for the on-the-job performance and job satisfaction. If an applicant was not satisfied with a placement they were encouraged to quit.

## WORK AGAIN PROJECT

July 1, 1982 - June 30, 1982

Job Applicant - Questionnaire Survey (N=126)

| | Responses | Percentage |
|---|---|---|
| 1. Education | | |
| a. No high school | 39 | 29% |
| b. Some high school | 30 | 24% |
| c. Completed high school | 40 | 30% |
| d. College or business school | 14 | 10% |
| e. B.S. degree | 7 | 5% |
| f. M.S. degree | 3 | 2% |
| | 126 | |
| 2. Race/Sex | | |
| a. Negro | 9 | 7% |
| 1) Male | 3 | 2% |
| 2) Female | 6 | 5% |
| b. Caucasian | 117 | 93% |
| 1) Male | 38 | 30% |
| 2) Female | 79 | 63% |
| | 126 | |
| 3. Ages Categories | | |
| a. 55-69 | 104 | 82% |
| b. 70's | 20 | 16% |
| c. 80's | 2 | 2% |
| 4. Handicaps | 28 | 20% |

Service Request #_____

WORK AGAIN PROJECT SERVICE REQUEST INFORMATION

Date:_____

Address_____

Phone No._____

Called in by_____

Description of Work:_____ Hours to be worked:_____

Equipment to be Operated:_____

_____

Permanent_____ Part Time_____ Temporary_____

Taken by:_____ Time Taken:_____

Additional Notes:

## VII TRAINING AND EDUCATIONAL PROGRAMS

The training and educational programs conducted by the project were varied. Training programs and classes were initiated for non-traditional jobs, volunteer services and consumer seminar teachers. Educational programs such as Medicare and Medicaid lectures, flower arranging, food preparation, films on selected topics and job interviewing seminars were initiated by the project. The training and educational programs were very successful and very well attended. A chart has been included giving a participant profile from 1980 to 1982 for the training classes.

### A. Training Classes (Mini Courses and Workshops)

The first year of the project all teachers volunteered and all the facilities were donated. The teachers were recruited through the community, the university and the vocational school. All teachers were qualified and had a considerable amount of previous teaching experience. The teachers all volunteered because they wanted to assist the project. The second year each of the teachers agreed to continue with the classes. A support grant was received in order to pay an honorarium which amounted to $50.00 for mini courses (6-8 hours or more) and $25.00 for 2-4 hour workshops.

Seven different classes and workshops were developed during 1980. The classes (6-8 hour minimum instruction) were Mother's Care, Plant Care, Small Appliance Repair and Food Preparation. The workshops (2-3 hours minimum instruction) were elder sitting, demonstration techniques and house sitting. Eighteen different sessions were offered between October, 1981 and May, 1982. The classes were open to anyone fifty-five years plus. No fees were charged. More females than males participated, however the males had a better job placement rate. The ages were more frequent in the fifty-five to sixty-nine category followed by the seventy to seventy-nine age group. The classes were taught in conjunction with area vocational schools and the Eldercare Center. A participation evaluation and enrollment form were filled for each participant.
The classes and workshops were successful and resulted in a good number of placements. The concept of non-traditional job training certainly did prove to be a feasible approach to senior work placements.

Each class was promoted and advertised to give the community an exposure to the objectives and goals of the classes. After training, the job skills were then advertised using radio and newspapers primarily. Special ads and announcements were used to draw attention to those areas. Handbills were posted from time to time listing the skills and training of these applicants. About three hundred handbills were printed and posted with another one hundred assorted letters targeting special businesses and employment possibilities.

The chart on 1981 - 1982 Placements lists quarter by quarter the placements made in the general areas of the training programs. Approximately fifty-one placements were made. The food preparation class was a new class developed in May, 1982 and no official placements had been made by the end of the project period.

Placements 1981 - 1982

| | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter | Total |
|---|---|---|---|---|---|
| Child Care | 5 | 5 | 4 | 9 | 23 |
| Elder Sitting | 4 | 0 | 1 | 6 | 11 |
| Small Appliance | 1 | 3 | 3 | 5 | 12 |
| Plant Care | 0 | 0 | 0 | 1 | 1 |
| House Sitting | 1 | 3 | 0 | 0 | 4 |
| Demonstration Tech. | 0 | 0 | 0 | 0 | 0 |
| Total | 11 | 11 | 8 | 21 | 51 |

The participant's profile has been included, revealing age, sex, race and frequencies. Basically, class participants tended to be female, aged fifty-five to sixty-nine years and caucasian. The participants were in fair to good health and had transportation available. Any senior citizen aged fifty-five plus living in Southeast Missouri counties of Cape, Scott and Perry were included in the classes. No classes were closed and no participants turned down.

The overall process used in setting up the classes involved the following:

1. Assessment of skill needs within a community
2. Class outlines developed and tried
3. Teachers located
4. Classroom space scheduled (NOT A UNIVERSITY)
5. Time set up for classes based on appropriate times for senior in that community
6. Advertise and promote and enroll
7. Teach classes
8. Assess each participants completion of the course
9. Advertise and promote the skills of successful participants
10. Make job placements
11. Evaluate worker, employer, skills
12. Establish the need for follow up classes

Included in this section is the Topic Outline used in each of the training classes and workshops discussed above.

## Training Classes - Participant Profile

1981-1982

| | Training Classes | Participants | Sex M | Sex F | Age 60 | Age 70 | Age 80 | Race Cauc. | Race Bl. | Number of Classes |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Mother's Care | 5 | 0 | 5 | 4 | 1 | 0 | 5 | | 2 |
| 2. | Plant Care | 37 | 6 | 31 | 24 | 13 | 0 | 36 | 1 | 4 |
| 3. | Elder Sitting | 13 | 0 | 13 | 11 | 2 | 0 | 11 | 2 | 4 |
| 4. | Demonstration Techniques | 12 | 0 | 12 | 10 | 2 | 0 | 12 | | 3 |
| 5. | House Sitting | 1 | | 1 | 1 | | | 1 | | 1 |
| 6. | Small Appliance Repair | 31 | 13 | 18 | 15 | 18 | | 31 | 0 | 3 |
| 7. | Food Prep. | 14 | 0 | 14 | 9 | 5 | 0 | 14 | | 1 |
| | Total | 113 | 19 | 94 | 74 | 41 | 0 | 110 | 3 | * 18 |
| | Cummulative Total from 1980 | 188 | 40 | 178 | 139 | 51 | 0 | 180 | 8 | * 30 |

* averaged attendance per session = 6.3 people

## Educational Classes

July,1980 - Dec.1982

| Classes | 1980-1981 | 1981-1982 | 1982-1983 (6 Mon.) | Total |
|---|---|---|---|---|
| 1. Mothers Care | 10 | 5 | -- | 15 |
| 2. Plant Care | 18 | 37 | 12 | 67 |
| 3. Elder Sitting | 10 | 13 | -- | 23 |
| 4. Demonstration Technique | 8 | 12 | -- | 20 |
| 5. House Sitting | 6 | 1 | -- | 7 |
| 6. Small Appliance Repair | 16 | 31 | 3 | 50 |
| 7. Food Preparation | -- | 14 | 15 | 29 |
| 8. Medicare Seminars | 100 | 250 | 115 | 465 |
| 9. Consumer Seminars | -- | 754 | 880 | 1634 |
| 10. Viva Training | 13 | 12 | -- | 25 |
| 11. Consumer/Teacher Classes | -- | 5 | -- | 5 |
| Total | 181 | 1134 | 1025 | 2348 |

WORK AGAIN PROJECT

Training Courses and Workshops

Course Objectives and Outlines

Outline for Small Appliance and House Repairs

Objective: To develop ability to make minor repairs around the house which do not need the attention of a technician

1. Fuse
2. Small Appliance cleaning and repairs
3. Replacing frayed electrical cords or those with broken insulation
4. Oiling electrical motors
5. Sharpening scissors and knives (avoiding feather edges)
6. Replacing faucet washers
7. Cleaning condensers (refrigerator, air conditioner)
8. Repairing vacuum cleaner
9. Replacing an electrical switch or outlet
10. Taking care of problems which members bring to the class.

Mother's Care Mini Course

Objective: To be of assistance to mother & child during first days in the home.

1. Mother and newborn diet specifics
2. Newborn - diapering techniques / bathing
3. Exercise for the mother
4. Clothes selection
5. Touching experiences
6. Techniques of rocking
7. Infant stimulation

Home Plant Care Mini Course

Objective: To go into the home and diagnos plant problems and give suggestions for care.

1. Soils
2. Plant identification
3. Plant Nutrition
4. Moisture
5. Plant diseases
6. Transplanting techniques
7. Trimming

Floral Arrangements

Demonstration Techniques

Objective: To develop basic ideas for demonstrating products to store clientele.

1. Public speaking
2. Customer relations
3. Display of product / location
4. Target population
5. Dress / Grooming / Personality

House and Pet Sitting Service

- Workshop Topics -

1. Arrive early enough to get complete instructions.
2. Have name, address and telephone number of home owner while he is gone.
3. Have names and telephone numbers of neighbors who might help in an emergency.
4. Have police and fire department telephone numbers handy near the telephone for immediate use.
5. In case of fire or any suspicion of fire, get pets out of the house and to the neighbors. Call the fire department from the neighbors.
6. Know how to handle the fire extinguisher, if any.
7. Know the entire house, especially location of all doors to the outside.
8. If pets require medication, have written instructions and have medication set out.
9. Know instructions for exercising pets.
10. Know instructions for watering and feeding plants and pets.
11. Know the location of shut-off valves for water, gas, and main switch for electricity
12. Know location of fuse box.
13. Know source of auxilliary lighting in case electrical power goes off.
14. Keep doors locked. Never let strangers into the house.
15. Limit telephone calls to 5 minutes.
16. Know what privileges you have while owner is gone.
17. Know what to tell people who call for the owner.
18. Get instructions for forwarding and accepting mail.
19. Give names, addresses and telephone numbers of 2 or 3 references who are well acquainted with you.

Elder Sitting Workshop Topics

1. Have all emergency numbers available for fire. police, doctor, and ambulance.
2. How to know when an emergency situation arises.
3. How to properly handle an emergency situation.
4. Know the diet specifics of the individual or individuals.
5. Know about the medications and the use of and side effects.
6. Exercise and relaxation.

RECORD OF PARTICIPATION IN TRAINING SESSION

NAME_____TELEPHONE NO._____

ADDRESS_____

NAME OF SESSION_____NO. MEETINGS_____

DATES OF SESSION_____

PLACE OF SESSION_____

NAME OF INSTRUCTOR_____

SUCCESSFUL COMPLETION? YES_____NO_____

REASON IF UNSUCCESSFUL_____

RESPONSE (if any) OF PARTICIPANT TO SESSION_____

_____

REMARKS:_____

_____

B. Volunteer Service Training and Consumer Teacher Training

The volunteer training developed and coordinated by the project was connected with a local Viva - widow support group. The Viva program was initiated two years ago in order to establish the basis for a support group for widows and widowers. The support was provided by Viva volunteers who were already widowed and had appropriately reconciled their grief. The volunteers were put through an nine to ten hour training program before becoming active volunteers. The training was conducted by three staff members of the St. Francis Mental Health Center (at no charge). Thirty-three volunteers were trained in this manner. At a prescribed interval, advanced three-hour seminars were held. The Work Again Project was responsible for recruiting the volunteers and making all the arrangements for the training and placing of the individuals into widow support positions. Detailed records were kept and constant contact was kept with each volunteer. Also several educational programs were planned including financial management and estate planning for widowed people. The age of the volunteer varied from thirty-six to seventy-four with about sixty years being the mean of the volunteers group. No funds were provided for the project from outside sources.

Another training project involved the training of five senior citizens aged sixty-four to seventy-five to go out in the community to teach consumer seminars developed especially for senior citizens. The Consumer Seminar utilized Daugherty's Consumer Packets as curriculum guides. A Vocational Home Economics teacher trained in consumerism taught the teacher training sessions. Approximately thirty hours of training was involved. The Work Again Project then set up the consumer classes throughout the community. After the practice sessions were completed, senior centers, housing projects, senior clubs and organizations were contacted for scheduling seminars. Also, sessions were scheduled in public access buildings such as the library. Each teacher was scheduled with a series of about eight to ten sessions. Each respondant was given the choice of the three topics for presentation. Thirty-four seminars were scheduled in a three month time period in Cape, Jackson, Advance, Scott City, Sikeston, Chaffee, and Perryville.

Each of the seminars were taught as scheduled with only one being cancelled. The seminars averaged twenty-two people in attendance. Each session was about fifty minutes long with question - answer sessions that followed. Overhead projectors, screens and handouts were utilized at most sessions. Evaluation was composed of general verbal responses at the end of each session by participants, questions - asked, numbers attending, request for more sessions and the teachers' written evaluation of each seminar. The teacher - trainer attended selected sessions for observation and evaluation of the performance of each teacher. The evaluations were positive and enthusiastic in every case. The population for this study included senior citizens in Southeast Missouri living in Cape County, Scott County and Bollinger County. The sample (participants) included seven hundred fifty-four senior citizens with three hundred four males and four hundred fifty females ranging in age from forty to ninety. Each teacher was given a $100.00 stipend and travel allowance. This however did not begin to account for the time and effort these people donated to the project. The teachers interacted as a group very closely with the teacher - trainer who did the training, seminar scheduling, material duplication and evaluation of the teachers. Each of the five teachers continued to do another series of eight seminars. Most of the supplies cost for the project was utilized in transparency duplication. Participation in the consumer seminars and related information are as follows:

| | | | | | | |
|---|---|---|---|---|---|---|
| Towns: | Perryville | 50 | Chaffee | 39 | Charleston | 33 |
| | Dexter | 16 | Jackson | 57 | Lutesville | 24 |
| | Puxico | 9 | Cape | 50 | Advance | 0 |
| | Sikeston | 7 | | | | |

Teachers: # 1 - male, age 67, occupation - retired mechanic.
# 2 - make, age 73, occupation - minister.
# 3 - female, age 56, occupation - bank teller.
# 4 - female, age 82, occupation - retired elem teacher.

Modules:
1. Consumerism - "Buying Tips", "Complaining". (N=39)
2. Medicare/Doctors - "What Medicare Covers", "Second Opinion", "Private Health Insurance". (N=173)
3. Estate Planning - "Property Ownership", "Reasons for Wills", "Calculating Estate Taxes" and "Probate"(N=73)

No. of Seminars Presented = 30 Total Attending = 690

C. Other Educational Opportunities

Lectures, ceramic classes, square dancing classes, swimming classes, flower arranging classes, food preparation classes and medicaid - medicare seminars were conducted throughout the Project time period. No money was involved in the classes. Senior Citizens taking advantage of the programs were not charged and those conducting the classes did so on a volunteer basis. The facilities and supplies were all donated. The coordination of classes and securement of competent teachers was the responsibility of the Training Coordinator. All arrangements and facility scheduling were managed through the Training Coordinator and the promotion and advertising was the responsibility of the Recruitment Coordinator. The numbers of people availing themselves have been included in the charts presented in an earlier section. An estimate of those attending the above activities was approximately nine hundred people.

## VIII SELF REVITALIZATION: SELF ESTEEM CHANGES

The Work Again Project was established as a mechanism for coordinating involvement opportunities within a community. During the course of the project constant followup and evaluation of placements occurred. Detailed records and individual evaluations were apart of the followup. One aspect of the evaluation process involved a before and after placement self concept measurement.

The Tennessee Self Concept Scale (TSC) was used to assess the possible effects of job placement upon the self concept. Each applicant was to be given the test at the time of the initial interview or shortly after and then approximately sixty days after a placement was made. The tests were administered by the Training Coordinator and the Project Assistant at the Eldercare Center in groups ranging from one to five. Several applicants refused to take the test and two of those who did take the test were disqualified because the answers were all the same. The administration of the test was supervised very closely by the staff because the responses to the questions are arranged in a peculiar manner. As a result ninety-nine people took the pre test with N=99 for the pre test. The post test was even more difficult to get the applicants to take than the first. Refusals were common and transportation or jobs made taking the test very inconvenient. The research literature clearly indicates that the problems encountered were very common problems in using tests with older people in general. The tests were compared in two ways, the percentage net difference (actual score differences) of the people taking the pre and the post tests and the comparison of the means difference of those taking the pre and post test. The TSC is scored according to percentiles. The scores indicate that there was a difference between the pre and the post and that difference indicates a positive gain of four to fifteen percentiles.

In comparing the three age groups of fifty, sixty, and seventy years very little difference occurred on the self concept percentile of the pre test. The post tests, however, revealed a decrease in percentiles in measure of self concepts. The 1980 - 1981 testing revealed about a +15.00% increase. The sex comparisons revealed males with the highest single category increase in the percentile. The sex comparisons 1981 - 1982 revealed a +4.00 percentile increase from pre-to-post testing.

The data has not been fully collected at this point. The results of the three year project will be completed in June of 1983. Approximately two hundred fifty subjects will have been studied ranging in age from fifty-six years to eighty-seven years. The results of the self concept comparisons of pre and post test along with the following evaluations of all other placements and attendance records, indicated that when senior citizens were given opportunities to enhance themselves and to renew their outlook on participation a positive, self revitalization occurred. This self revitalization then according to the data and information gathered through this project became a pattern. One interest sparked another and one participation initiated another. A systematic approach to identifying seniors needing opportunities needs to be established and opportunities need to be developed. The opportunities can be accomplished through the local community, utilizing local funds and local resources. The staff for the project can be filled by revitalized seniors who are known and trusted and looked to for leadership. The Work Again staff with one exception was composed of six revitalized, vibrant, caring individuals ranging in age from sixty-five to seventy-four years.

Revitalization was an attempt to utilize one's opportunities in order to validate self. Self revitalization then, involved creating the opportunities and then making them available in order for the individual to take the first step. The Work Again Project created opportunities in employment, volunteer service, education, and training classes, social and recreational and arts and crafts. This was only a beginning. Each community can provide countless opportunities and resources to make it possible for senior community members to revitalize!

1980 - 1981

TENNESSEE SELF CONCEPT - Score Comparison By Sex

(N=57)

| | *1 Ss Pre Test | *2 Ss Pre Test | Ss Post | *1 Pre-Mean | *2 Pre Mean | Post Mean | *2 Pre-Post Mean Difference |
|---|---|---|---|---|---|---|---|
| Males | 22 | 5 | 5 | 39% | 33% | 59% | +26 |
| Females | 35 | 8 | 8 | 60% | 40.63% | 50% | +10.63 |

*1 Pre = total number taking TSC pre test

*2 Pre = the group from *1 that took the post test

1981 - 1982
Tennessee Self Concept Test
Score Comparison By Sex

| | *1 $S_s$ Pretest | *2 $S_s$ Pretest | $S_s$ Post | *1 % Pre-Mean | *2 % Pre-Mean | % Post-Mean | *2 % Pre/Post Mean Difference |
|---|---|---|---|---|---|---|---|
| Males | 30 | 5 | 5 | 57.8 | 44.4 | 54.4 | +10.0 |
| Females | 69 | 18 | 18 | 67.32 | 67.9 | 61.9 | - 6.0 |
| Totals | 99 | 23 | 23 | ----- | ---- | ---- | + 4.0 |

*1 = took pretest only

*2 = those who took pre and post test

## IX RELATED MATERIALS

This section contains a bibliography of literature related to the project and to the self concept measurement; a listing of agencies, services and programs for senior citizens that relate to employment and volunteering and the abstracts from the final report of Work Again 1981.

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## Community Agencies and Organizations for Referral

1. Delta Area Economic Opportunity Corp.
   203 Emma Ave. Scott City, Mo.

2. East Missouri Action Agency
   626 Good Hope, Cape

3. Missouri Division of Employment Security
   231 North Main, Cape

4. Cape Girardeau County Division of Family Services
   2021 Themis, Cape

5. Food and Fun for Aging
   Route 1, Cape

6. Meals on Wheels - Red Cross
   10 N. Pacific, Cape

7. Cape County Nursing Service Courthouse
   Jackson, Mo.

8. Saint Francis Community Mental Health Center
   211 St. Francis Drive, Cape

9. Cape County Center for Senior Citizens
   2398 Old Jackson Road, Cape

10. Cape Girardeau, Community Sheltered Workshop Inc.
    1330 State Highway, Cape

11. Southeast Missouri Transportation System
    2400 Old Jackson Road, Cape

12. Missouri Division of Veterans Affairs
    821-C Broadway, Cape

13. National Association of Retired Federal Employee Chapter 626

14. Welcome Wagon Club

15. West Side Senior Citizens Club

16. Ministerial Alliance

17. Fort D Senior Citizens Club of Cape Girardeau

18. Golden Age Cape County Senior Citizens Club

19. Jackson Community Senior Citizens

20. Southeast Missouri Area Agency on Aging

21. Cape Girardeau Civic Center, Spanish St., Cape

22. Alternative Center for the Elderly, Spanish St., Cape

23. Salvation Army, Broadway, Cape

24. Local Churches

25. National Association for the Advancement of Colored People
Box 116, Cape

## Employment Programs For Senior Citizens

1. Green Thumb, Inc.
National Farmers Union
1012 14th Street, N. W.
Washington, D. C. 20005

2. Forest Service Senior Community
Service Employment Program
U. S. Government Forest Service

3. AARP Senior Community Service Employment Program
American Association of Retired Persons
1909 K Street, N. W.
Washington, D. C. 20049

4. Senior Aides
National Council of Senior Citizens
1511 K Street, N. W.
Washington, D. C. 20005

5. Senior Community Service Project
The National Council on Aging, Inc.
600 Maryland Avenue, S. W. West Wing 100
Washington, D. C. 20024

## Volunteer Services For Senior Citizens

1. Foster Grandparent Program
   Action
   806 Connecticut Avenue, N. W.
   Washington, D. C. 29525

2. Senior Companions
   Action
   806 Connecticut Avenue, N. W.
   Washington, D. C. 20525

3. RSVP Retired Senior Volunteer Program
   Action
   806 Connecticut Avenue, N. W.
   Washington, D. C. 20525

1980 - 1981

Work Again Project

ABSTRACT


A. Description/Problem

Retirement often creates a complex stress situation for older people involving the psychological effect of not being useful anymore with the financial adjustments of less income and the physiological impact of "slowing down." The reaction to this stress in many cases is to withdraw and to become disengaged. The Development and Implementation of a Center to Place Elders into Working Positions (WORK AGAIN PROJECT) created, located and developed involvement opportunities for people age 58+. The involvement opportunities consisted of (1) paid employment (part time,regular,odd jobs), (2) volunteer work, (3) course work, (4) arts & crafts classes, and (5) social activities in the form of classes (square dancing). The term "work" became synonomous with involvement and was not limited to paid employment. Training and assessment components were developed and implemented in each of the five involvement categories.

B. Objectives

The objectives of the project were (1) to develop and implement a center for the purpose of recruiting, training, and placing elders into working positions; (2) to determine how one's self-image during the elder years is enhanced or influenced by training, placement, and worksite satisfaction; and (3) to educate the community as to the working needs of the elders.

C. Methods Used

A project office was established on the Southeast Missouri State University Campus (Eldercare Center). A staff of four people not including the Director were employed (3 aged 65+) to coordinate the four phases of the project; Phase I recruitment; Phase II training (assessment); Phase III placement; and Phase IV follow-up and evaluation. Each participant was processed through this scheme with the exception of some of the social participants (numbers were too large to efficiently process). Training programs, classes and/or workshops were developed around the needs and interests of the project participants to facilitate their involvement or work placement. The evaluation and assessment phases also involved the administration of the Tennessee Self Concept Test on a pre and post placement schedule.

D. Results and Implications

The project involved two thousand eight hundred and eighty three people 58 years and older. The placement for jobs was in the 89% range and placements for volunteer positions was 100%. The training programs involved one hundred people.

The implication seems very clear that older people are willing to get involved and wanting to stay active. People over age 55 are receptive to vocational training in the form of minicourses and workshops. The comparative scores on the individual pre and post placement tests indicated consistent increments in the self image perceptions.

E. Recommendation

Vocational education and continuing education should be very alert to opportunities to stimulate and revitalize elders, especially in ways which will facilitate their financial status. The Work Again model is a simple systematic approach to a step-by-step involvement of elders into the community and an approach which lends itself to volunteer support and coordination within a community.

Final Report

Project #82-131/132-600-9 (120-120 A)

# The Extension of the Work Again Project Into Five Communities in Southeast Missouri

Shelba Y. Branscum, Project Director
Southeast Missouri State University
Cape Girardeau, Missouri 63701

June 30, 1982

Missouri Department of Education
Research Coordinating Unit
Jefferson City, Missouri 65101

## ABSTRACT

A. Description/Problem

Retirement often creates a complex stress situation for older people involving the psychological effect of not being useful anymore with the financial adjustments of less income and the physiological impact of "slowing down". The reaction to this stress in many cases is to withdraw and to become disengaged. The Development and Implementation of a Center to Place Elders into Working Positions (WORK AGAIN PROJECT) created, located and developed involvement opportunities for people age 85+. The involvement opportunities consisted of 1. paid employment, (part time regular, odd jobs), 2. volunteer work, 3. course work, 4. arts & crafts classes, and 5. social activities in the form of classes (square dancing). The term "work" became synonomous with involvement and was not limited to paid employment. Training and assessment components were developed and implemented in each of the five involvement categories.

B. Objectives

The objectives for this project were (a) to continue the Work Again, (b) to continue reasuring the influence of working situations on elder's self image, (c) to continue to educate the community, (d) to develop and implement the Project in five surrounding communities, (e) to attempt permanent establishment of centers, and (f) to develop and implement occupational training programs designed for elders.

C. Methods Used

A project office was established on the Southeast Missouri State University Campus (Eldercare Center). A staff of four people not including the Director were employed (3 aged 65+) to coordinate the four phases of the project: Phase I recruitment; Phase II training (assessment); Phase III placement; and Phase IV follow-up and evaluation. Each participant was processed through this scheme with the exception of some of the social participants (numbers were too large to efficiently process). Training programs, classes and/or workshops were developed around the needs and interests of the project participants to facilitate their involvement or work placement. The evaluation and assessment phases also involved the administration of the Tennessee Self Concept Test on a pre and post placement schedule.

D. Results and Implications

The project extended centers into six additional communities within an approximate fifty mile radius of Cape Girardeau (location of the main office). Five thousand nine hundred fifty-nine involvement contacts were made this year with one hundred thirty-eight job placements. Eighteen different training classes were offered with one hundred thirteen people participating. Ninety-nine elders were involved in self concept testing with males showing an average mean percentile increase (positive) in the self concept measure. The seventy year old group showed the least increase in self concept as a result of job placement.

E. Recommendation

Vocational education and continuing education should be very alert to opportunities to stimulate and revitalize elders, especially in ways which will facilitate their financial status. THE WORK AGAIN model is a simple systematic approach to a step-by-step involvement of elders into the community and an approach which lends itself to volunteer support and coordination within a community.

## ACKNOWLEDGMENT FOR SERVICE TO PROJECT

Special thanks goes to the devoted staff of the Work Again Project during the past three years. The staff was responsible for the success of this project because in a way it was their project. Weekly staff meetings were conducted in order for everyone to be informed and to have the opportunity for input.

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|---|---|
| Training Coordinator - | Walter Seibel (age 75)<br>retired from School Administration |
| Placement Coordinator - | Alberta Jones (age 67)<br>retired from Business as Owner/Operator |
| Recruitment Coordinator- | Elsie Davis (age 70)<br>retired from Market Research/Survey |
| Technical Assistant - | Helen Childs (age 70)<br>Secretary, Bookkeeper |
| Field Representatives - | Lea Trim (age 65)<br>Bob Chamberlain (age 69)<br>Loleta Sides (age 63)<br>Anne Rutledge (age 65)<br>Glenn Niswonger (age 65) |
| Secretaries - | Ola Mae Holt (age 38)<br>Maxine Medley (age 56)<br>Opal Egner (age 60) |

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